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ABSTRACT

The report presents the proposed institutional performance objectives each of Indiana's public institutions of higher education for 1989-91. Performance objectives are presented for Indiana University, Purdue University, Indiana State University, University of Southern Indiana, Ball State University, Vincennes University, and Indiana Vocational Technical College. Representative performance objectives are: emphasize the education experience of undergraduate students and faculty-student interactions; increase support for state and local economic growth, increase the participation and success rates of minority students; attract and retain high quality faculty; replace and enhance computing equipment for academic uses; improve effectiveness of remedial programs; increase assessment of student learning; improve access to library materials; and increase student financial assistance. (GLR)

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Proposed Institutional Performance Objectives for 1989-91

September, 1988

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INDIANA UNIVERSITY

INDIANA UNIVERSITY

Performance Objectives for 1989-91

Indiana University is pleased to join with the Indiana Commission for Higher Education in setting forth its objectives, which will form a basis for the state's long-term public investment in higher education. Many of the university's objectives closely parallel those of the commission; others are unique to the institution. In all instances, Indiana University's objectives reflect initiatives defined in its long-range academic plan, IU: One University -- Indiana at its Best. Those initiatives provide the basis upon which future university performance with respect to each of its objectives can be assessed.

UNIVERSITY PERFORMANCE OBJECTIVES

1. EMPHASIZE THE EDUCATIONAL EXPERIENCE OF UNDERGRADUATE STUDENTS AT INDIANA UNIVERSITY AND FACULTY-STUDENT INTERACTIONS.

The heart of the IU plan, IU: One University -- Indiana at its Best, is improving the quality of academic programs, particularly undergraduate education. The largest number of the plan's initiatives directly address that concern, and pilot programs and task forces are being developed to implement the ones listed below.

Mandate a minimum of written work and develop specific standards of writing and proficiency for all undergraduates; writing should involve faculty from across the University, in all disciplines, and should be integrated at all levels into the entire curriculum.

Define and implement foreign language and also foreign culture requirements as part of the undergraduate experience.

Define and implement a required level of proficiency in computer and analytical reasoning.

Enhance international studies curricula and American studies curricula, including studies of ethnic minorities.

Examine and revise the content and delivery of introductory courses so that they foster critical thinking across the curriculum, in addition to focused thinking within particular disciplines -- freshman seminars can be a particularly useful means to encourage this approach.

Develop common academic experiences for all undergraduates on all eight campuses; a prime vehicle could be the many artistic and creative treasures in Indiana.

Develop a plan for substantially increasing undergraduate opportunities for research.

Design and implement a "capstone" experience to enhance placing discipline-specific knowledge in broader contexts toward the end of the undergraduate career.

Examine ways to expand faculty involvement in academic advising and to enhance training for faculty advisors.

Consider the appropriate strategies to establish: mentor relations that link faculty; peer evaluation of teaching; a University seminar, including faculty of all ranks, on teaching methodologies; a handbook for new faculty, including part-time faculty and graduate assistants, to help them become good teachers and integrate their teaching with their research.

2. ENHANCE SIGNIFICANTLY THE UNIVERSITY'S RESEARCH STRENGTHS AND ITS COMPETITIVE POSITION IN SECURING EXTERNAL SUPPORT FOR RESEARCH.

In addition to faculty of superior abilities, factors bearing on an institution's research capacity include graduate student support, libraries, facilities, and equipment. Those issues are addressed in a series of initiatives presented in the IU plan.

Increase support for graduate students to a level that is competitive with other major research universities.

Undertake a concerted planning effort on each campus to evaluate the current condition of research space and to establish priorities for renovation and new construction.

Establish a timetable for moving toward an annual academic equipment budget of 20 percent of total inventory, one half to come from the state general fund, and the other half from external grants and private contributions.

Develop policies for returning a greater share of the University's overhead recoveries from sponsored research directly to principal investigators as incentives for increasing sponsored research.

Initiate and support research seminars involving faculty from all campuses and funded through a competitive process, and review other steps to enhance opportunities for faculty on different campuses to collaborate in research.

Establish faculty fellowships for short periods at research centers not necessarily on their own campuses, or a research Center Endowment Fund to support centers and institutes appropriate to faculty interests on each campus.

Give greater visibility to the research taking place throughout the University by publishing an all-University research magazine.

3. INCREASE SUPPORT FOR STATE AND LOCAL ECONOMIC GROWTH.

Indiana University is committed to increasing partnerships with industry and developing additional education and training programs to serve local and state needs for new technologies and experts trained in those technologies through the following initiatives identified in the IU plan.

Inventory and review the interconnectedness of each campus and the economic growth of its region, as well as the relationship between Indiana University and the state's economic growth, in order to improve coordination and build on existing strengths.

Develop incentives for faculty to take more active roles as advocates for the state's economic growth and as nonaligned conveners of interests.

Utilize the University's resources to promote an international perspective in approaching the economic problems and opportunities the state will encounter.

Strengthen the University's role as a national center for the study and analysis of regional economic development -- one that takes explicit advantage of opportunities to use the eight campuses of Indiana University as practical laboratories.

Extend the University's participation in promoting economic growth through cooperative efforts with other institutions of higher education whose programs complement IU's strengths, especially on those campuses where Indiana University and Purdue University jointly offer educational and research programs.

Using the planned Instrumentation Science Program as one model, increase partnerships with industry and develop additional education and training programs to serve local, state, and national needs for new technologies and experts trained in those technologies; the Bloomington campus, as well as other campuses, should become more technology-intensive.

Develop policies that encourage closer partnerships and joint ventures with private firms as a way of enhancing the vitality and quality of research in the state of Indiana.

Develop more explicit ties with local industry, through formal agreements that bring faculty to the workplace in teaching or advisory roles, and by sharing with local governments and firms the responsibility for developing industrial and research parks.

Develop new partnership arrangements with state government, associations, local organizations, private enterprise, and others fostering economic growth.

4. IMPROVE THE INSTITUTION'S COMPETITIVE POSITION TO ATTRACT AND RETAIN HIGH QUALITY FACULTY AND STAFF.

None of the University's other performance objectives can be realized unless the institution's position in the competition for faculty and staff is improved significantly. Superior results require superior people working with superior resources. Without them, we cannot fulfill our primary missions: excellence in teaching and research, access to education of high quality, and significant contributions to the state's economic growth. As the following initiatives indicate, the IU Plan envisages leveraging state support to improve the University's ability to attract and retain first-rate investigators.

Organize an intensive national campaign to recruit scholars of the greatest potential for producing distinguished research; assemble research support packages -- including discretionary research budgets, library and computer resources, and support for research assistants -- that can make a difference in an exceptional researcher's decision to choose or remain at our University.

Accelerate the effort, in conjunction with the current Campaign for Indiana, to fund and establish endowed chairs to be filled, in part with current faculty in recognition of their distinguished research achievement, and, in part, with leading international scholars identified and recruited as part of a program to bring outstanding new faculty to our University; particular attention should be paid to attracting minorities and women candidates for such chairs.

5. ASSURE THE ADEQUACY OF LIBRARY COLLECTIONS AND THEIR ACCESSIBILITY TO STUDENTS, FACULTY, RESEARCHERS, AND THE GENERAL PUBLIC.

The Commission for Higher Education and Indiana University have worked together to develop a statewide system for library automation. The importance of library resources and their accessibility is evidenced in the following initiative of the IU Plan.

> Improve the library as a principal source of support for University research by substantially increasing its budgets for book and serial acquisitions throughout the IU system, enhancing funding to acquire equipment necessary to access electronic information about the holdings of all IU libraries available to all faculty, and implementing on all campuses the Library Information and Reference Network.

6. HELP ASSURE THAT FUTURE GENERATIONS OF COLLEGE STUDENTS WILL BE ABLE TO AFFORD THE EDUCATIONAL OPPORTUNITIES INDIANA UNIVERSITY PROVIDES.

Indiana University shares the widespread concern about rising cost of attending a university or college. To meet that objective, we are investigating the feasibility of an innovative prepay tuition plan, IU futures, as indicated by the 55th initiative of the IU plan.

> Consider developing a financing plan for a college education in conjunction with or separate from ongoing Statewide arrangements.

7. INCREASE THE USE OF CONTEMPORARY TECHNOLOGY TO HELP DELIVER HIGH QUALITY EDUCATIONAL OPPORTUNITIES AND TO PROMOTE RESEARCH AND ECONOMIC GROWTH.

Increasingly students and faculty are using technology to assist the learning process and extend the reach of scarce or unique educational resources. The potential of interactive telecommunications in teaching, research, and service in a multi-campus one-university environment is recognized in several initiatives of the IU plan.

> Consider what is the best ratio of student to faculty for learning in specific circumstances, examining such variables as the number of faculty, the teaching loads of faculty, and opportunities for alternating teaching responsibilities with opportunities for research; this review should include a consideration of how to utilize more effectively IU's already extensive investment in the new learning and communications technologies to facilitate better faculty and student interaction.

Invest in ways to package, deliver, and promote IU education programs that are both consistent with our academic mission and contribute to economic growth.

STATEWIDE PERFORMANCE OBJECTIVES

1. INCREASE NUMBER OF PROGRAMS AND STUDENTS SERVED BY INTER- AND INTRA-INSTITUTIONAL AGREEMENTS FOR TRANSFER OF CREDIT.

As one University operating on eight campuses, with centers in Elkhart and Columbus, Indiana University clearly subscribes to the principle of transfer of comparable credit for comparable programs. Moreover, it has pioneered in developing interinstitutional agreements for the transfer of degree credit and will continue to do so.

Review with the aim of increasing transferability the current relationship between the University's associate and baccalaureate degree programs; this review should in turn lead to the publication of specific guidelines, informing students in associate degree programs of the extent to which their credits can be transferred to a baccalaureate program in either the same or a related field.

Require all new associate degree programs to provide instruction that is fully transferable to related baccalaureate programs except for that part of the curriculum that clearly has no applicability to baccalaureate degree requirements.

2. IMPROVE EFFECTIVENESS OF REMEDIAL PROGRAMS.

Indiana University is committed to providing access to high quality education to a full range of learners. The following initiatives from the IU plan are designed ensure that citizens of our State are prepared to take advantage of educational opportunities available on all our campuses.

Establish a task force that includes high school representatives, IU admissions officers, and faculty from all campuses to consider how best to teach fundamental skills at both the secondary and collegiate levels.

Enhance student support services such as skills assessment, career awareness, and career planning and placement.

Increase the number of students who are academically prepared for admission by supporting early intervention programs in elementary and secondary school, and by collaborating with community organizations, parents, and IU alumni groups to increase student awareness and aspirations.

Increase the number of students who are academically prepared for admission by supporting early intervention programs in elementary and secondary school, and by collaborating with community organizations, parents, and IU alumni groups to increase student awareness and aspirations.

3. INCREASE PARTICIPATION OF MINORITY STUDENTS

Increasing minority participation in higher education through early intervention, recruitment, and retention is a central priority for Indiana University. The IU plan sets forth the following initiatives to meet that objective:

Require a strong and sustained commitment on the part of each of our campuses to increase substantially both the numbers of Blacks and Hispanics and the numbers of women on our faculty -- a commitment that recognizes that faculty can serve as role models and mentors only if their diversity matches the inherent diversity of our student bodies.

Increase the population of Black and Hispanic undergraduate students at our University in proportion to their presence in the State's population, and enhance the numbers of Black and Hispanic graduate students.

Initiate, with corporate and foundation support, an experimental program that provides early support for Black and Hispanic sixth-graders, and full financial aid once these students have matriculated in a degree-granting program.

Increase the number of students who are academically prepared for admission by supporting early intervention programs in elementary and secondary schools, and by collaborating with community organizations, parents, and IU alumni groups to increase student awareness and aspirations.

4. INCREASE NUMBER OF BUILDINGS IDENTIFIED AS BEING IN SATISFACTORY CONDITION.

   This statewide concern is subsumed under Indiana University's second performance objective.

5. INCREASE ASSESSMENT OF STUDENT LEARNING.

   Effective assessment involves more than measuring student performance. It provides critical feedback and guidance to faculty as they change courses, revise degree curricula, and experiment with new courses and learning experiences outside the classroom.

   Develop new standards for assessing educational performance -- by both students and faculty -- in basic skills, general education, and majors; the task force should review means by which educators measure basic intellectual skills, including the ways in which students "test out" of courses designed to sharpen their basic skills.

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PURDUE UNIVERSITY

Purdue University

Goals and Objectives

1989-91

Objective: Improve Purdue's competitive position to attract and retain high quality faculty

Measure: Comparative faculty salary rankings within the Big Ten and among other peer institutions

Objective: Improve the quality of undergraduate instruction

Measure: Comparative numbers of undergraduate classes taught by professors

Measure: Comparative ratios of these professors to undergraduate students enrolled at Purdue

Measure: Comparative sizes of library holdings

Measure: Comparative numbers of computer terminals and terminal hours available for undergraduate instruction

Measure: Comparative average ages of all laboratory equipment

Measure: Annual number of new and revised curricula, courses, and programs incorporating an international component

Objective: Improve Purdue's ability to attract high quality graduate students and increase Graduate School enrollment

Measure: Comparative numbers and monetary values of graduate fellowships

Measure: Comparative numbers of students enrolled in the Graduate School

Objective: Increase the participation and success rates of minority students at Purdue

Measure: Comparative numbers of minority students enrolled

Measure: Comparative numbers and percentages of minority students graduating

Objective: Expand the University's outreach to the state

Measure: Number of new academic programs and degrees available at regional campus and off-campus sites

Measure: Comparative numbers of elementary and secondary schools and teachers served by the School Mathematics and Science Center

Measure: Comparative numbers of sites and students served through PALOS, the Purdue Academic Learning Opportunity System

Measure: Comparative numbers of projects undertaken or people served through the Technical Assistance Program and the Business and Industrial Development Center

Measure: Comparative numbers of programs sponsored, participants served, and faculty and staff assisting Indiana agriculture through biotechnology and value added activities

Measure: Comparative numbers of faculty and staff involved in Natural Resources Research Institute projects and comparative numbers of Institute programs and participants

Objective: Improve the quality of academic and administrative space

Measure: Number of square feet of space renovated annually

Measure: Net increase annually in the amount of space classified as satisfactory

INDIANA STATE UNIVERSITY

Indiana State University
Office of the President

December 1, 1988

Dr. Clyde R. Ingle, Commissioner
Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204

Dear Dr. Ingle: Clyde

I wish to submit an addendum to Indiana State University's 1989-91 performance objectives as follows:

Goal 3: Maintain and improve instructional quality

Objective 5: Retain and attract faculty

Measures: National salary comparisons
Regional salary comparisons (13 schools)

I sincerely hope this will not cause you and your staff any unnecessary extra work, but the omission of this item was an oversight on our part.

Sincerely,

Richard G. Landini
President

RGL:djm

cc: Karen Rasmussen
Richard Clokey

Terre Haute, Indiana 47809
(812) 237-4000

Summary III

STATE AND UNIVERSITY PERFORMANCE OBJECTIVES AND POSSIBLE ASSESSMENT MEASURES FOR 1989-91

Goal 1: Provide higher education access and choice for Indiana citizens.

Objective 1: Increase availability of programs to off-campus and non-traditional students.

Measures:
- Number of courses offered by means of IHETS (1)*
- Number of academic programs offered off campus (1)
- Number of courses offered on campus in the late afternoon or evening or on weekends (2)

Objective 2: Improve effectiveness of remedial programs.

Measures:
- Composite overall grade point average of conditionally admitted students (1)
- Composite grade point average of conditionally admitted students in courses for which tutorial support is available (2)
- Composite grade point average of conditionally admitted students in related courses taken following ones in which tutorial support is available (2)
- Retention rate of conditionally admitted students by class (2)
- Graduation rate of conditionally admitted students (3)
- Academic majors of graduates who were conditionally admitted (2)
- Composite grade point average of unconditionally admitted students in courses for which tutorial support is available (2)

*The number in parentheses after each measure indicates the date by which baseline information will be available. The numbering code is as follows:

(1) Baseline information is provided in the University's Interim Report on the 1987-89 Performance Objectives.
(2) Baseline information will be gathered this fall.
(3) Baseline information will be gathered next year.
(4) Baseline information is not applicable.

Composite grade point average of unconditionally admitted students in related courses taken following ones in which tutorial support is available (2)

Objective 3: Increase participation of minority students.

Measures: Adjusted SIS annual data (2)
Enrollment by school/college and by program area (2)
Retention rate of minority students by class (2)
Degrees awarded by school/college and by program area (3)
Number of high schools and counties from which minority students come (2)

Objective 4: Increase use of inter- and intra-institutional agreements for transfer of credit.

Measures: Number of program agreements in force (2)
Number of students served (2)

Goal 2: Provide institutional and programmatic diversity among the State's universities and colleges.

Objective 1: Strengthen degree programs that provide especial service to the State.

Measure: Evidence of the quality of the following programs:
Undergraduate level study (baccalaureate degree) in Packaging Technology
Undergraduate and graduate study in Athletic Training
Graduate study (master's degree) in Health and Safety
Graduate study (master's degree) in Electronics and Computer Technology
Graduate study (master's degree) in Special Education
Graduate study (master's degree) in Marriage and Family Counseling
Advanced study (doctoral degree) in Clinical Psychology
Advanced study (doctoral degree) in Geography
Liberal studies foundation for all baccalaureate degree programs (4)

Objective 2: Strengthen the University's identity as a residential campus with small classes taught by full-time faculty members.

Measures: Average class size (2)
Percentage of classes taught by full-time faculty members (1)

Goal 3: Maintain and improve instructional quality.

Objective 1: Improve the composition, communication, thinking, and mathematical skills of students.

Measures: Performance on a variety of assessments related to composition, communication, and mathematical skills by students completing Basic Studies courses of the General Education program (3)
Performance of a sample of graduating seniors on the Academic Profile assessment battery (3)
Profile of cognitive development of a sample of graduating seniors as revealed by the Grasha-Riechmann Student Learning Style Questionnaire (3)
Data on attitudes regarding issues of value and belief and on participation in life-long learning activities gathered through interviews with a sample of alumni (3)

Objective 2: Replace and enhance computing equipment for academic uses.

Measures: Hours of available computer time per FTE student per week (1)
Number of microcomputer units accessible to students based on a generally and commercially available technology (2)
Percentage of faculty members with a University-owned microcomputer (2)

Objective 3: Increase assessment of student learning.

Measures: Percentage of conditionally admitted students involved in comprehensive initial assessment (2)
Number of informative assessment procedures available for use with conditionally admitted students (2)
Number of academic programs studying or using assessment of graduating seniors (2)
Progress through calendars for implementation of assessment programs (4)

Objective 4: Increase the number of buildings identified as being in satisfactory condition.

Measure: Progress made in the Indiana State University Campus Master Plan, which includes (a) the demolition of existing buildings that are outdated or economically unadaptable for present program needs and (b) the renovation of existing buildings and construction of new buildings to accommodate present and developing program needs and to facilitate natural affinities among academic and administrative functions. By the end of the next decade, the University expects that at least 90% of the academic/administrative space on campus will be classifiable as satisfactory if (a) the General R&R formula is fully funded, (b) the University receives authorization for renovation of a portion of Tirey to house Central Computing and Administrative Services, and (c) the University is successful in receiving Special R&R funding in the amount of $3,500,000 in 1989-91, $4,054,000 in 1991-93 and $1,940,000 in 1993-95. (4)

Goal 4: Support basic and applied research.

Objective 1: Increase the level of basic and applied research supported by extramural sources.

Measures: Dollar value of extramural grants and contracts (1)
Percentage of faculty members involved in grant and contract projects (2)

Objective 2: Increase the research productivity of faculty members.

Measures: Number of research presentations by faculty members at regional, national, and international conferences (2)
Number of research articles by faculty members in regional, national, and international publications (2)

Goal 5: Provide services to meet community and industrial needs.

Objective 1: Increase support of state and local economic development.

Measures: Number of clients served by the Technology Services Center, the Center for Research and Management Services, and the Small Business Development Center (1)
Dollar value of projects of these assistance centers (1)

Objective 2: Increase assistance to local school corporations.

Measures: Number of teachers served (2)
Number of school corporations served (1)

UNIVERSITY OF SOUTHERN INDIANA

SUMMARY III

UNIVERSITY OF SOUTHERN INDIANA

PERFORMANCE OBJECTIVES, 1989-91

Part One: Statewide Performance Objectives

Two goals of particular state-level interest are (a) providing access and choice and (b) maintaining and improving quality. The first three statewide performance objectives pertain to the goal of success and choice; four and five pertain to quality.

1. INCREASE NUMBER OF PROGRAMS AND STUDENTS SERVED BY INTER- AND INTRA-INSTITUTIONAL AGREEMENTS FOR TRANSFER OF CREDIT

   Measures: number of program agreements in force
   number of students served

2. IMPROVE EFFECTIVENESS OF REMEDIAL PROGRAMS

   Measures: pass rates for remedial courses
   grade in subsequent related courses
   GPA of students having had remedial courses
   retention/graduation rates in comparison with other students

3. INCREASE PARTICIPATION OF MINORITY STUDENTS

   Measures: adjusted SIS annual data
   enrollment by program area
   degrees received by program area
   evidence of reduced attrition of minority students

4. INCREASE NUMBER OF BUILDINGS IDENTIFIED AS BEING IN SATISFACTORY CONDITION

   Measures: ratio of satisfactory to total academic/administrative square footage

5. INCREASE ASSESSMENT OF STUDENT LEARNING

   Measures: adoption of instruments for assessing general education
   number of programs adopting assessments of graduating seniors' proficiency within the major
   progress through calendars for implementation of assessment programs

Part Two: Institutional Performance Objectives

1. INCREASE COLLEGE PARTICIPATION RATE IN SOUTHERN INDIANA

   Measures: percent of high school graduates from Region 13 enrolled in post secondary education
   number of students enrolled in postsecondary education from each county in Region 13
   increased number of articulation agreements with Indiana Vocational Technical College
   number of students enrolled in programs which are part of an articulation agreement with IVTC

2. EXPAND AND IMPROVE INSTRUCTIONAL PROGRAMS

   Measures: number of graduate programs
   number of enrollments in graduate and professional (nursing) programs
   number of faculty approved for graduate faculty status
   number of programs with professional accreditation

3. INCREASE INSTITUTIONAL AWARENESS AND USE OF INSTRUCTIONAL TECHNOLOGY

   Measures: number of courses using modern technology (computers, videodiscs, etc.)
   number of faculty served by the Center for Teaching and Learning
   number of faculty participating in workshops to use new instructional technology

4. INCREASE FACULTY AND STUDENT INVOLVEMENT IN ECONOMIC DEVELOPMENT ACTIVITIES

   Measures: number of linkages with business and industry
   number of faculty whose scholarly research and service activities relate to economic development

5. INCREASE OPPORTUNITIES FOR STUDENTS AND FACULTY TO DEVELOP A TRANSCULTURAL PERSPECTIVE

   Measures: number of programs in foreign language and foreign culture
   number of faculty participating in in-service training and instructional exchange programs
   number of students in program with an international dimension
   number of courses with a global perspective in the School of Business

Note: The University is collecting baseline data for these performance objectives. Each of these performance objectives is discussed in the budget narrative. Information will be forwarded when it is available.

BALL STATE UNIVERSITY

PART TWO

LEGISLATIVE REQUEST FOR 1989-91

Performance Objectives for 1989-91

Indiana's system of higher education includes seven distinctive institutions that provide an array of educational opportunities. Ball State University, as one of these, offers Indiana citizens a comprehensive residential undergraduate experience. Selected graduate programs emphasizing education and its relative fields are offered. Special statewide missions are assigned in architecture and planning and in the Master of Business Administration.

The Commission for Higher Education has affirmed five state-level goals as the basis for public investment in higher education. The five goals are to (1) provide access and choice, (2) provide institutional and programmatic diversity, (3) maintain and improve instructional quality, (4) support basic and applied research, and (5) provide services to meet community and industrial needs.

Performance objectives, specific and short-term in nature, are designed to achieve broader, long-range state goals for higher education. It is understood that each institution has its own, as well as the statewide, objectives to pursue and that not all of the statewide objectives will be applicable to all institutions. Performance objectives, both state and institutional, are part of Ball State's budget requests for the 1989-91 Biennium.

STATE GOAL 1: PROVIDE HIGHER EDUCATION ACCESS AND CHOICE FOR INDIANA CITIZENS.

PART I - COMMISSION OBJECTIVES

1. Increase the number of students participating in higher education by increasing the number of students who successfully transfer comparable credit among institutions.

Measures:

- Number of students attending Ball State University
- Number of students transferring to and from other institutions of higher education

2. Improve effectiveness of remedial programs by meeting needs of students requiring or desiring refresher or remedial services.

Measures:

- Number of students participating in refresher/ remedial programs
- Success of students completing college degree and/or making progress toward degree

3. Increase minority student participation in higher education.

Measures:

- Number of minorities receiving pre-collegiate contact and preparation for college services
- Number of minorities applying for and enrolling in the institution
- Number of minorities completing degrees

PART II - INSTITUTIONAL OBJECTIVES

1. Increase opportunities for individuals to take general studies courses at off-campus sites.

Measures:

- Number of sites and students served by general studies courses

2. Increase higher education opportunities in high demand fields.

Measures:

- Number of students applying for and enrolling in A.S. in nursing programs
- Number of students applying for and enrolled in physical therapy program

3. Meet graduate professional curriculum needs of urban area.

Measures:

- Number of programs within the institution's mission made available to urban areas, specifically in the architecture and planning field
- Number of students enrolling in new graduate professional curriculum available in urban area

STATE GOAL 2: PROVIDE INSTITUTIONAL AND PROGRAMMATIC DIVERSITY AMONG THE STATE'S UNIVERSITIES AND COLLEGES.

PART I - COMMISSION OBJECTIVES

None

PART II - INSTITUTIONAL OBJECTIVES

1. Increase instructional and service mission of College of Architecture and Planning.

   Measures:
   - Number of students served by off-campus classes
   - Number of students involved in curriculum projects supporting Indiana communities and businesses
   - Number of projects completed for Indiana businesses, communities, and government agencies

2. Increase instructional and service activities of teacher education program.

   Measures:
   - Number of students completing teacher education programs
   - Number of programs provided to Indiana schools and their students, teachers, and administrators
   - Number of students directly benefitting from the laboratory school's outreach program

3. Increase the use of interactive telecommunications to meet the higher education needs of place-bound Indiana citizens.

   Measure:
   - Number of students enrolling in interactive television courses

STATE GOAL 3: MAINTAIN AND IMPROVE INSTRUCTIONAL QUALITY.

PART I - COMMISSION OBJECTIVES

1. Increase number of buildings identified in satisfactory condition.

   Measure:
   - Ratio of satisfactory space to total academic/ administrative square footage

2. Increase assessment of student learning.

   Measures:
   - Number of assessment instruments given to all incoming freshmen
   - Number of follow-up procedures for assessing general education
   - Number of academic departments with an assessment program
   - Number of programs requiring assessment of graduating seniors

PART II - INSTITUTIONAL OBJECTIVES

1. Increase basic skill levels of undergraduate students.

   Measures:
   - Number of writing programs in existence throughout the undergraduate curriculum
   - Number of students passing writing proficiency tests
   - Number of entering matriculates who are prepared for college-level courses in math

2. Increase experiential opportunities for undergraduate students.

   Measures:
   - Number of students participating in experiential education opportunities
   - Number of students who can undertake undergraduate mentorships with faculty.

3. Implement final phase of computer competency program.

Measures:

- Increase available computer hours per week per student
- Decrease ratio of students to computer stations
- Increase number of students graduating with computer skills in designated program
- Increase number of courses using computers

4. Establish replacement program that provides for an instructional equipment life cycle of not greater than 10 years.

Measure:

- Resources spent replacing instructional equipment should at least equal 10 percent of the equipment inventory's current replacement value
- Reduce the proportion of instructional equipment that is ten years or older for which the life cycle is ten years or less

5. Increase the recognition for undergraduate teaching.

Measures:

- Expand programs for recognizing outstanding teaching
- Expand means for evaluating teaching
- Provide for teacher-scholar programs with a salaries equivalent to salaries for research-oriented faculty

6. Increase the quality of undergraduate classroom instruction.

Measures:

- Reduce proportion of non-tenure track faculty
- Increase the quality and numbers of graduate student assistants assisting and supporting classroom instruction
- Expand assessment of student learning

7. Increase opportunities for the internationalization of the curriculum.

Measures:

- Number of languages available to students
- Number of foreign language courses available to students
- Number of courses integrating international awareness
- Number of faculty capable of effectively integrating international perspective in courses

8. Increase the use of technology in teaching.

Measures:

- Number of courses using video technology to present content
- Number of faculty trained to use video technology in classroom
- Number of courses in which computers are used in teaching content
- Number of sites served by interactive TV instruction

STATE GOAL 4: SUPPORT BASIC AND APPLIED RESEARCH.

PART I - COMMISSION OBJECTIVES

None

PART II - INSTITUTIONAL OBJECTIVES

1. Establish applied research center in College of Architecture and Planning.

Measure:

- Number of projects undertaken by center

STATE GOAL 5: PROVIDE SERVICES TO MEET COMMUNITY AND INDUSTRIAL NEEDS.

PART I - COMMISSION OBJECTIVE

None

PART II - INSTITUTIONAL OBJECTIVES

1. Expand economic development training and services to Indiana business and industry.

   Measure:
   - Number of clients served by the university
   - Number of case studies, videos, and other materials prepared and made available to clients
   - Number of new businesses assisted in start-up

Maintaining the Institutional Base

Ball State University focuses its request for state support on maintaining the level of educational quality previously recognized by the state. This request for support is required to match anticipated cost increases and program changes and to recognize the slippage of quality in educational services over the past fifteen years resulting from the shortage of support for inflation and enrollment growth.

PRICE INFLATION

Forecasting future inflation is recognized as a necessary tool in budget planning. At the same time, it is acknowledged to be an imperfect process subject to a judgment about future economic activity. The level of inflation anticipated in the next biennium integrated into this request is 5.5 percent in 1989-90 and 6.0 percent in 1990-91. These projections have been based upon the following:

1. Recent levels of inflation have been at historical lows.
2. Current levels of inflation are between 4.0 and 4.5 percent.
3. One full year will pass between now and the beginning of the biennium, and three years will pass by the end of the biennium.

VINCENNES UNIVERSITY

SUMMARY III

VINCENNES UNIVERSITY
1989-91
GOALS AND OBJECTIVES

State Goal I: TO PROVIDE ACCESS AND CHOICE FOR INDIANA CITIZENS

COMMISSION OBJECTIVES

1. Increase number of programs and students served by inter- and intra-institutional agreements for transfer of credit

   Measures
   a. Number of agreements in force - Agreements are in place with each publicly supported institution at the present time. The goal is to maintain and continue to articulate these agreements.
   b. Number of students to and from other institutions - The number of students that transfer to Vincennes University for 1987 was 191. The goal is to maintain the number of students who transfer from other institutions.

2. Improve effectiveness of remedial programs

   Measures
   a. Improved grade point average - The grade point average of developmental students for 1987-88 was 2.27 and for non-developmental students was 2.80. The goal is to narrow the gap 10% between the grade point average of developmental students and non-developmental students.
   b. Success of students - 72% of the students who complete developmental reading achieve college-level reading in one semester. The goal will be to maintain that level of achievement.

3. Increase participation of minority students

   Measures
   a. Adjusted SIS annual data - The number of minority students enrolled for 1987-88 was 267. The goal is to increase that number by 5% each year of the biennium.
   b. Improved grade point average - For 1987-88, the grade point average for minority students was 1.81 and for non-minority students was 2.59. The goal is to narrow the gap 10% between the grade point average for minority students and non-minority students.

State Goal III: TO MAINTAIN AND IMPROVE QUALITY

COMMISSION OBJECTIVES

1. Increase number of buildings identified as being in satisfactory condition

   Measure
   a. Ratio of satisfactory to total academic/admin. square footage - The ratio of satisfactory space to total space for the 1987-89 biennium is 90%. The goal for the 1989-91 biennium is to improve that ratio to 95%.

2. Increase assessment of student learning

Measures

a. Number of programs adopting assessments - During the present biennium only one program has pre-test and post-test assessments in place in the academic area. The goal is to have 4 programs have this procedure in place. In the Occupational area, most programs have for years had competency based instruction.

b. Placement of occupational students - The percentage of occupational students who either find employment or transfer to other institutions is 93%. The goal is to maintain that level of effectiveness.

INSTITUTIONAL OBJECTIVES

1. Attract and Retain Faculty

Measure

a. Rank of Vincennes University compared to AAUP Salary Survey - The rank of Vincennes University salaries in the AAUP Salary Survey for 1987-88 is the 4th quartile. The goal for the 1989-91 biennium is to improve to the 3rd quartile.

2. Maintain average age of instructional equipment

Measure

a. Inventory of instructional equipment - The average age of instructional equipment for 1987-88 was 9 years. The goal for 1989-91 is to maintain the average age of instructional equipment.

3. Increase the quality of instruction

Measures

a. Develop a faculty support center for assistance with instruction, teaching techniques, materials, etc. - The goal for the 1989-91 biennium is to establish a faculty support center to assist faculty with instruction.

b. Number of professional development experiences in work related situations - The number of professional development experiences in the work place for 1987-88 was 1% of the Occupational faculty. The goal for the 1989-91 biennium is to increase those experiences to 5% of the Occupational faculty.

4. Increase computer competency

Measures

a. Increase available computer hours to students per week - The available computer hours per FTE students per week for 1987-88 was 5.34. The goal for 1989-91 is to increase that figure to 5.87 hours per FTE students per week.

b. Number of courses utilizing computer "across the curriculum" - The number of courses utilizing the computer represents 22% of all the courses offered. The goal is to increase these courses by 10% during the 1989-91 biennium.

5. Improve access to library materials

Measure

a. Number of records computerized - The number of records that we computerized in the library is 35,000 or half of the total. The goal for 1989-91 is to computerize all the records of the library.

INDIANA VOCATIONAL
TECHNICAL COLLEGE

SUMMARY III
PROPOSED GOALS AND OBJECTIVES FOR 1989-91

I. BROAD STATE-LEVEL PERFORMANCE OBJECTIVES

1. Increase number of programs and students served by inter and intra-institutional agreements for transfer of credit.

COLLEGE RESPONSE TO OBJECTIVE

College will increase the number of transfer programs and students served by inter-institutional agreements for transfer of credit.

College Measures:

- The College will increase students enrolled in A.S. degree programs approved in 1987-88 by at least 220 students.
- The College will continue to hold discussions with the public universities and branch campuses with the goal of having at least two articulation agreements with each center by 1991.
- The College will continue to work with baccalaureate degree granting institutions to assist A.A.S. students who later decide they want to transfer and also university early leavers who would like to transfer to Ivy Tech.
- The College will expand the number of Ivy Tech planning initiatives with secondary schools through Tech Prep or other types of planning agreements.

BASELINE MEASURES 1987-89	OBJECTIVES 1989-1991
- 1987-88 A.S. programs served sixty (60) students which is less than 2% of the students enrolled in eleven programs.	- College will enroll at least 280 A.S. students by Fall 1990 with an ultimate goal of 20% of the students in eleven programs being identified as A.S. declared.
- Three (3) signed articulation agreements with public universities signed. Twelve (12) centers, discussions in progress.	- Sign an additional fifteen (15) agreements with a goal of having at least two agreements with main and branch campuses.
- One hundred sixty-five (165) students applied to baccalaureate granting institutions.	- Maintain current level and provide assistance for AAS students desiring to transfer to baccalaureate granting institutions.
- Six (6) Tech Prep planning initiatives for 1987-89.	- Four (4) additional Tech Prep planning agreements.

2. Improve effectiveness of remedial programs

COLLEGE RESPONSE TO OBJECTIVE

College will improve effectiveness of remedial programs through the purchase of equipment for learning laboratories, purchase of software for diagnostic testing and instruction, identification of pre and post tests to assess achievement, and retention of students.

College Measures:

A - The completion rate for students taking remedial work which utilizes electronic technology will be 75%.

B - Seventy-five percent of those students successfully completing basic skills coursework will achieve a grade of "C" or better in general education courses.

C - Seventy-five percent of the students who completed their basic skill coursework will maintain "satisfactory progress" in all course work.

D - Students who successfully completed their basic skill units will have increased retention/graduation rates. Student achievement for the learning laboratories will be equal to or greater than that for the traditional teaching methods.

Present Program		With Computer	
BASE MEASURES 1987-89	OBJECTIVES 1989-91	BASE MEASURES 1987-89	OBJECTIVES 1989-91
A. 73.7% passing "C" or better Basic Skills courses	75% passing "C" or better, Basic Skills courses	BDUA*	- 75% completion
B. BDUA successfully (C or better) complete a related course for credit	75% successfully (C or better) complete a related course for credit (Sp. 89)	BDUA	- "C" or better in General Ed courses
C. BDUA, maintain a 2.0 average for students meeting item A in subsequent coursework	Determine grade point average by implementing tracking system (Sp.89)	BDUA	- 75% maintain satisfactory progress

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* BDUA - Base Data Unavailable

D. BDUA, Retention, track degree declared students for 7 quarters, compare to collegewide	Track degree declared, 7 quarters (Fall 89)	BDUA	- Increase retention/graduation rates

3. Increase participation of minority students

COLLEGE RESPONSE TO OBJECTIVE

College will continue its effort to increase minority participation in the College's basic skill and technology programs.

College Measures

The College will increase its minority enrollments by 2% for each year of the biennium to the pre-1985 enrollment level of 15%. Programs targeted for minority enrollment increases are: nursing, electronics, information data management, automated manufacturing, accounting, and computer programming.

BASELINE MEASURES 1987-89	OBJECTIVES 1989-91
- Fall 1987 minority headcount was 3,302 for 11.8% of the total.	- Increase minority enrollments by 2% per year to 15.8%.

4. Increase number of buildings identified as being in satisfactory condition.

COLLEGE RESPONSE TO OBJECTIVE

College will complete additional facility improvement, replacement, and expansion projects during the biennium.

College Measures

- Five projects will be completed if funded by the 1989 General Assembly - new construction in Gary and major leases in Logansport, Richmond, Bloomington, and Lawrenceburg and other projects requiring general repair and rehabilitation.
- The College will continue to track the assignable square feet of academic and administrative space relative to space in satisfactory condition..

BASELINE MEASURES 1987-89	OBJECTIVES 1989-91
- In Fall of 1987, 142 buildings utilized by the College were classified as being satisfactory or in good condition.	- Eleven (11) additional facilities will be completed for a total of 153 buildings classified as satisfactory.
- Ratio Fall of 1987 68.2% with (1,000,594 sq. ft. of Academic and Administrative to 1,227,287 sq. ft. in satisfactory condition).	- Estimated ratio for Fall of 1989 71%,(1,806,618/1,288,575) and Fall of 1991 82%, (1,822,608/1,502,329)

5. Increase assessment of student learning

COLLEGE RESPONSE TO OBJECTIVE

College will implement measures for the assessment of student achievement for general education and technology background.

- Employment placement rate will be: 90% or better employed, with 75% employed in their specific area of study.

- An increase of approximately 600 students is expected in programs that will require the passing of a certification or licensure examination. The percent of all students, including this additional number who pass the required exam will be maintained at 90% or higher in the health related and the non-health fields.

- College will select 3 to 4 core courses in four technologies and develop pre and post-test measurements in order to better determine student progress.

BASELINE MEASURES 1987-89	OBJECTIVES 1989-91
- 90% employed, 73% in specific areas of study	- 90% employed, and 75% in specific areas of study
- 90% passing, Health Related	- 90% passing, Health Related
- 86% passing, Non-Health Related	- 90% passing, Non-Health Related
- National League of Nursing Mobility II Examination, etc.	- Pre-post test measures in 3-4 core courses for nursing, computer programming, electronics and automated manufacturing.

SUMMARY III
PROPOSED GOALS AND OBJECTIVES FOR 1989-91

II. INSTITUTION SPECIFIC

1. Attract and Retain Faculty and Staff

The College will continue its efforts to attract and retain qualified instructional faculty by supplementing the average faculty salary increase for 9 month academic year appointments for highly technical or high-demand program areas. The College will expand its recruiting efforts for minority candidates.

Measurement

- The College will supplement the starting salary (attract) as well as salaries of existing faculty (retain) by 5% to 15% in highly technical program areas including the following: information/data management, heating, air conditioning and refrigeration, computer technology, nursing, electronics, automated manufacturing, computer-aided drafting technology, accounting and commercial art.

  The College will allocate 5% of the total attract and retain monies to recruit or retain minority faculty and staff.

Baseline Measures 1987-89	Objective - 1989-91
- Collegewide nine month FT salaries for all programs averaged $21,500.	- Collegewide nine month FT salary average as of May 1991, $27,025 for all programs.
- 8.5% of faculty are minority.	- 12% of faculty, minority.

2. Strengthen Degree Programs

The College will strengthen the three program areas of Accounting, Computer Programming, and Secretarial Sciences.

Measurement

- During the biennium, the College will increase the number of full-time faculty by 65. The additional faculty will bring the student (Spring 1989) to faculty ratio for these three programs from 1:87 to 1:53 and the annualized FTE from 1:52 to 1:32.

- During the biennium, the College will increase the number of full-time faculty having the appropriate education and degree by 10%.

- During the biennium, the College will enroll at least 200 AS students in these three technologies and 50% of the AS students will continue their studies toward the baccalaureate degree.

- During the biennium, the College will reduce the platform teaching credit hours for faculty teaching in these three technologies.

	Baseline Measure 1987-89					Objective 1989-91		
	Annualized 87-88 FTE	H.C. Fall 87	Faculty FT	Ratios FTE	H.C.	Faculty FT	Ratios FTE	H.C.
Acct.	1,582	2,601	25	1:63	1:104	45	1:35	1:58
C.Prog.	1,639	2,922	32	1:51	1:91	53	1:30	1:55
Sec.Sci.	2,181	3,419	46	1:47	1:74	70	1:31	1:49
Total:	5,402	8,942	103	1:52	1:87	168	1:32	1:53

- Degrees held, 37% Masters, 53.4% Bachelors, 5.8% Associate and 3.8% High School.
- Increase 10%; Masters 47%, Bachelors 63.4% for the biennium.
- Fall 87 H.C. 8,942 - 0 AS.
- Enroll 200 AS students.
- Platform teaching hours are 23.
- Platform hours 15.

3. Strengthen and Expand Nursing Programs

Measurement

- During the biennium, the College will start up seven (7) new Associate Degree of Nursing programs and three (3) Practical Nursing programs geographically distributed throughout the state.

- During the biennium, the College will increase the number of Associate Degree graduates by 210 and number of Practical Nursing graduates by 300.

Baseline Measures 1987-89	Objectives 1989-91
- Three (3) AS Nursing Programs Eleven (11) PN Programs.	- Start-up seven (7) additional AS Nursing and three (3) PN Programs. Expand nine (9) PN programs.

- Twenty-three (23) AS Nursing graduates. PN Nursing graduates average between 1981-85 was 548 per year.	- Estimated AS graduates 233 Estimated PN graduates 848

4. Increase Student Financial Assistance

The College will continue to increase financial aid gift dollars to both full-time students, students enrolled in from 6-11 hours, and continue to assist students enrolling fewer than 6 hours.

- Award gift aid dollars to students based on need to part-time students enrolled for 6-11 credit hours.
- Award gift aid dollars to full-time students who demonstrate need and do not meet the March 1, state award deadline.
- Continue to award gift aid allocation to students enrolling in fewer than 6 hours per quarter.

Baseline Measures 1987-89	Objectives 1989-91
- 1,608 students served enrolled 6-11 credit hours.	- Serve 2,400 additional students in the biennium.
- 1,705 full-time students had part of their fees paid.	- 1,400 additional full-time students will have all fees paid in the biennium.
- 1,900 students served, enrolled fewer than 6 hours.	- Award 3,500 students in the biennium.

5. Expand Business and Industry Services

The College will increase the number of small businesses and industries served throught the implementation of small business training pilot projects.

Measurement

- The College will continue to provide educational services to the business and industrial community.
- During the biennium, the College will focus on increcasing the number of small businesses served.

- Baseline Measures 1987-89	Objectives 1989-91
- 450 companies and 22,978 employees served.	- Maintain current level.

- BDUA*	- Implement small business training projects. Ten percent (10%) growth, all companies served during the biennium.

* BDUA - Base Data Unavailable